






## Curriculum Coverage for Year 1 Spring Term



Curriculum Area	Coverage
<p><b>English</b></p> 	<p><b>Reading</b> – Children will be beginning to read independently and fluently, using a range of taught phonics strategies to tackle unfamiliar words. Within their fluency, they will be showing awareness of punctuation marks e.g. full stop, question mark and exclamation mark and will begin to identify when reading does not make sense and can attempt to self-correct. There will be opportunities within English lessons and Early Reading sessions to work on skills of predicting, inferring meaning from what they have read (reading between the lines), retrieval skills (finding answers in the text) and summarising what they have read/understood.</p> <p><b>Home reading</b> books are closely matched to their individual phonic ability and children should be beginning to read them fluently with pace, recognising taught sounds and tricky words. Children should be able to confidently decode 90% of the book without too much support. They should also begin to have a deeper understanding of the use of punctuation. E.g. when they see a full stop, they must take a breath. Please highlight and discuss any punctuation in their book. We are also having a focus on ‘prosody’ (reading with expression), so look out for this at home and have some fun with it. When reading together at home, ask lots of questions to develop their understanding. If you would like support with ideas to question, please ask.</p> <p><b>Writing</b> – This term, we will be looking at Traditional tales and alternative twists on the plots. We will be embedding our understanding of sentence structure to consistently use capital letters, finger spaces and full stops. We will be learning about adjectives and how they can add detail to our sentences. We will use sequencing sentence openers (First, Next, Then, After that and Finally) when retelling stories.</p> <p><b>Phonics</b> – Children will take part in daily phonics sessions following the Little Wandle phonics scheme. Please practice the sounds on the back of this sheet as often as possible. As this will develop their confidence.</p>
<p><b>Mathematics</b></p> 	<p><b>Counting: children should be able to fluently count from 0-20 forwards and backwards. They should also be able to rapidly recall number bonds to 10 and doubles to 10. Topmarks ‘Hit the button’ is a brilliant online game to support this rapid recall. <a href="http://www.topmarks.co.uk/hit-the-button">www.topmarks.co.uk/hit-the-button</a></b></p> <p>Following a mastery Maths approach our units for this term will be:</p> <ul style="list-style-type: none"> <li>➤ Number: Place Value (within 20)</li> <li>➤ Addition and subtraction within 20</li> <li>➤ Place value (within 50)</li> <li>➤ Length and height</li> <li>➤ Mass and volume</li> </ul>
<p><b>Science</b></p> 	<ul style="list-style-type: none"> <li>➤ Seasonal changes – Winter</li> <li>➤ Planting A – naming the different parts and understanding the growth process</li> <li>➤ Animals – classification</li> <li>➤ Caring for our planet</li> <li>➤ Seasonal changes – Spring</li> <li>➤ Planting B - Spring</li> </ul>
<p><b>Religious Education</b></p> 	<p>Within RE, we will be covering two units of work based around the following questions:</p> <ul style="list-style-type: none"> <li>• <b>Who is Jewish and how do they live?</b></li> <li>• <b>What do Christians believe God is like?</b></li> </ul>
<p><b>Computing</b></p> 	<p>During the Spring term, we will be developing our coding skills. We will begin with understanding what an algorithm is and then transferring this knowledge to create algorithms to move the Bee Bots in specific ways. We will move onto programming using apps on iPads as this will allow them to create algorithms and debug when changes are needed.</p>
<p><b>Curriculum Art and Design D&amp;T History Geography</b></p> 	<p>In the Spring term, our focus is Geography and we will be learning about the four countries that make up the UK. We will locate the seas surrounding the UK, each countries capital cities and famous landmarks.</p> <p>In Art we will look at painting and mixed media. Using the scheme KAPOW, we will look primary and secondary colours, colour mixing, printing and learn about the work by the artists Jasper Johns and Clarice Cliff.</p> <p>In Design Technology we will using materials and learning about using templates and different ways to join together materials.</p>
<p><b>Music</b></p> 	<p>Music sessions will be covered weekly by Apollo Arts. The children will be exploring basic skills: rhythm and tempo. They will take part in singing sessions and will have the opportunity to work with a range of instruments.</p>
<p><b>RSHE</b></p>	<p>In Spring 1, we will be completing a unit called ‘Dreams and Goals’ and in Spring 2, our unit is called ‘Healthy Me’.</p> <p>In Spring 2, we will be delivering the NSPCC ‘Pants’ child safety unit. More information will be given out closer to the time.</p>
<p><b>P. E</b></p> 	<p><b>Tuesday</b> – In Spring 1, the children will be working on a games unit Tennis with our Sports Coach Mr. Rodgers. Then in Spring 2, they will be focusing on Football.</p> <p><b>Wednesday</b> – In Spring 1 the children will be completing a unit called ‘Hit, jump and throw’ developing basic skills and in Spring 2, they will be completing a unit called quad kids athletics. Children also complete daily physical activities to ensure we are frequently active across the school day.</p>

## Homework



Their home reading book is to be shared **at least 3 times a week** and comments made in their reading diary regularly to share progress/concerns. Homework will either be set virtually (Seesaw) or come home in their homework folder every Tuesday and must be completed and handed back by the Monday of the following week.

Children will bring home their red homework folder and they will need to return it by the following Monday. This will contain either a reading comprehension or a Maths task and a phonics task. This will support your child with their upcoming phonics screening test in June.

*Within all curriculum areas we ensure that all children are able to access the curriculum including those with SEN and be appropriately challenged.*

### Phase 3 Sound Mat

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j 	ng 	oa 	oi 	oo 	oo 	or 	ow 
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y 	z 	zz 					

### Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
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